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ABSTRACT

A summary of a research project, the publication is an initial attempt to provide the field of adult basic education (ABE) with a systematic, viable approach to the problem of competency identification for ABE teachers on a national basis. The list of ranked knowledge, behaviors, and attitudes appropriate for ABE teachers represents the most complete list of competencies in the field to date. The timely report has been written specifically for staff development personnel, State directors of adult education, professors of adult education, competency based program designers, and directors of local ABE programs. A list of 291 ranked competencies (established by 234 ABE teachers and administrators representing 33 States) indicates which competencies should receive high and lower order priority. Competencies have been classified by three groups: knowledge (ability to recall and recognize specifics and universals), behavior (demonstration of ability to perform), and attitude (ability to develop, receive, and respond to feelings, interests, and values). Competencies, in addition, are categorized according to: scope and goal of adult education, curriculum, ABE learner, and instructional process. The appendix includes a background of the study and the Adult Basic Education Teacher Competence Inventory, from which the ranked competencies were developed. (EA)

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A Report on the Identification, Classification, and Ranking of Competencies Appropriate for Adult Basic Education Teachers

Donald W. Mocker

July, 1974

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INTRODUCTION

Adult basic educators, although increasingly aware of the Competency-Based Teacher Education (CBTE) movement, have generally assumed the role of curious observer to that of participant. From the inception of the Adult Basic Education (ABE) program in 1964, there have been scattered attempts at applying elements of CBTE to the training of the ABE educator. Researchers have conducted a few studies to identify ABE competencies. Staff of special teacher training projects have incorporated elements of CBTE into their training programs. Authors have encouraged its adoption. Some states have initiated efforts to identify teacher competencies. But no comprehensive CBTE effort has ever been undertaken.

While as evident from above, some energies have been expended in CBTE, it is reasonably safe to conclude that to date there has been no systematic attempt to apply the criteria inherent in a CBTE type program to ABE. Most of us have participated in preservice and inservice programs, and many of us have even been responsible for the conducting of such training. In all cases, however, we have accepted willingly, but evidently uncritically, the assumption that:

> there are knowledges, skills, behaviors and attitudes that a teacher should possess that will bring about a positive change in a learner and are obtainable, at least in part, through training.

Obviously, to accept this assumption, which closely parallels most definitions of CBTE, it is necessary to know and have available these knowledges, skills, behaviors and attitudes. The study reported herein ably serves this need. It does much to provide us with preliminary information so essential to the investigation of the other components of a CBTE program; that is, to determine which competencies under what circumstances with what type of learners will bring about a positive effect. While this compilation might be reduced, increased or modified, and the priority rankings altered, administrators, trainers and professors now have a validated point of departure for both preservice and inservice training.

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PURPOSE OF PUBLICATION

Identification of the desired competencies is a primary requirement for the development and implementation of a competency based teacher education program. This fact stands the test of common sense and is set forth effectively in an article by James E. Hertling in the June, 1974 issue of **Adult Leadership.**

The purpose of this report is to respond to that need. Specifically, the purpose of the publication is to provide to the field of Adult Basic Education (ABE) a classification and ranking of competencies appropriate for ABE teachers.

Prior to this, no systematic effort has been made to develop such a system on a national basis. While a great deal of thought and effort has been evidenced with respect to appropriate instruction and quality of teacher training in ABE, no national attempt has been made toward a unified orderly approach to the problem of ABE teacher competency identification.

This publication is a summary of a research project (Appendix A, B, C) and has been specifically written for:

- Staff Development Personnel and State Directors of Adult Education — for use as criteria in planning pre-service and in-service ABE teacher training programs.
- Professors of Adult Education — for use as criteria in the development of university courses in ABE and for use as a basis of continuing research efforts in this area.
- Instructional designers — for use as the basis for developing learning packages which will facilitate for ABE teachers the acquiring of competencies which have been designated as having high priority.
- Directors of local ABE programs — for use as criteria in hiring new teachers.

HOW THE LIST OF COMPETENCIES CAN BE USED

This list of ranked knowledges, behaviors, and attitudes appropriate for ABE teachers represents the most complete list of competencies in the field of ABE to date. Although additional research is planned, there are a number of uses which can be made of the list in its present form.

Staff Development Personnel

Currently, there is no central direction or national thrust for the selection of curriculum in the development of pre-service and in-service training programs for ABE teachers. To develop such a plan would require answers to several basic questions. First, what are the competencies that all ABE teachers need to have? A second question arises from the fact that both full-time and part-time teachers are employed, i.e., what are the essential competencies a part-time teacher needs which are different from those needed by a full-time teacher? These are basic questions for persons responsible for the selection of curriculum in ABE teacher training programs. The list of 291 ranked competencies reported in this publication provides the base from which to answer these questions. For instance, state departments of education could use all the statements which were ranked as high priority as the basis for certifying full-time teachers, and use those statements which were ranked in the top quartile as the basis for certifying part-time teachers. By using this list of ranked competencies, a national thrust in ABE teacher training could be achieved.

Competency Based Program Designers

Most of the traditional teacher preparation programs can be characterized as experience-based. That is, if a student completes the required number of courses and does student teaching, that student is "certified". With few exceptions, most teacher preparation courses offered by Universities do not specify what a teacher needs to know, what behaviors he/she should have, and what attitudes are most appropriate.

In contrast to that approach, competency based preparation specifies the objectives and makes them public in advance of instruction. The potential teacher must demonstrate her/his level of competency for each objective and is held accountable for that performance. This list of ranked competencies establishes the base for this approach.

State Directors of Adult Education

At the present time, many states are at various stages in the development of competency based formats for their ABE teacher training programs. Each state is approaching competency identification individually without the benefit of national guidelines or a common source from which competencies can be selected. The duplication of effort and the corresponding fiscal implication is substantial. This list of ranked competencies can eliminate much of the duplication and serve as a guideline for all competency based teacher training efforts.

Professors of Adult Education

There is an increase in the number of colleges and universities offering degrees in adult education, and in general, there is an increase in the number of courses in adult education offered by most teacher training institutions. Persons responsible for developing individual courses and total degree programs have little basis for making decisions concerning content. Colleges and universities concerned with the training of professionals who will assume leadership positions in adult education must have some base other than tradition to make curriculum selection decisions. This list of 291 ranked competencies provides the criteria for curriculum selection by defining a total list and establishing a priority of competencies appropriate for ABE teachers.

Local ABE Program Directors

A constant problem for most local directors is deciding who will make the best teacher. Using the list of ranked competencies, local directors can select those which are most appropriate for her/his local situation. After the selection has been made, assessment techniques can be developed. Using this rational approach, directors can assess teacher performance in terms of the pre-selected criteria and thus have better data on which to make judgments concerning hiring practices.

DEFINITIONS

The competencies have been divided into three levels: Knowledge, Behavior and Attitude. **Knowledge** is defined as the ability to recall and recognize specifics and universals; **Behavior** is the demonstration of ability to perform; and **Attitude** is the ability to develop, receive and respond to feelings, interest and values. The competencies, in addition to being classified by levels, were also placed in one of four categories. The categories are defined as follows:

Adult Education is a planned process by which men and women seek to increase their knowledge, understanding, or attitudes; **Curriculum** is a structured series of intended learning outcomes; **ABE Learner** is a person sixteen years of age or older, who has not achieved an eighth grade education or its functional equivalent and who is enrolled in an ABE program; and **Instructional Process** is defined as an organized plan established for the purpose of facilitating learning of the curriculum.

COMPETENCIES IN ORDER OF PRIORITY

The competencies are listed in rank order with an indication of which competencies should receive high priority and which competencies should receive lower priority. The rank order was established by 234 ABE teachers and administrators representing 33 states, using the scheme depicted below to classify the ranked competencies.

	Scope and Goal of Adult Education	Curriculum	ABE Learner	Instructional Process
Knowledge				
Behavior				
Attitude				

Following is a list of the 291 ranked competencies.

SCOPE AND GOAL OF ADULT EDUCATION

KNOWLEDGE

Competencies of High Priority

Rank Order

1 has knowledge of the theory and practice of teaching in adult education.
2 has knowledge of recruiting the under-educated adult as a learner.
3 has knowledge of new developments and recent recommendations in adult education.
4 has knowledge of agencies and institutions found in the community.
5 has knowledge of the philosophical bases and issues of adult education.
6 has knowledge of theory and practice of program development.
7 has knowledge of social structure and characteristics of the community.

Competencies of Lower Priority

8 has knowledge of the community development approach to adult education.
9 has knowledge of the sociology of adult education.
10 has knowledge of the nature of the literacy problem in the U.S.
11 has knowledge of institutional arrangements of adult education.
12 has knowledge of the historic and contemporary approaches to literacy.
13 has knowledge of the nature of ABE legislation.
14 has knowledge of the emergence of adult education as a marginal institution.
15 has knowledge of the financing of ABE.
16 has knowledge of the historical structure and background of adult education.

BEHAVIOR

Competencies of High Priority

Rank Order

1 applies the concept of continuing education to increase her/his professional competence.
2 states the primary reasons for integrating reading into the total ABE program.
3 explains the difference between teaching children and teaching adults.
4 interprets the ABE program to other teachers and the community.
5 uses the services of state and local agencies responsible for ABE.
6 uses the techniques of public relations.
7 uses information from professional journals, organizations and associations.
8 explains the similarities and differences between general and vocational education.
9 explains the goals of general education.

Competencies of Lower Priority

10 identifies the current issues in adult education.
11 organizes and uses the services of local ABE advisory committees.
12 interprets the structure of the community.
13 interprets national, state and local objectives of ABE.
14 interprets the intent of enabling legislation of ABE.
15 identifies the problems and principles of administration in adult education.
16 explains how liberal adult education can be applied to ABE.
17 interprets, evaluates, uses, plans, and conducts pertinent research in adult education.
18 identifies the philosophic base of adult education and interprets its various aspects in American society.
19 interprets the foundations of adult education.
20 explains the processes involved in group or community change.
21 takes responsibilities for leadership in civic community activities.
22 identifies similarities and differences between two or more educational philosophies.
23 explains the theories which relate to the andragogical model.

ATTITUDE

Competencies of High Priority

1 has confidence in her/his ability as a teacher.
2 has a strong commitment to adult education.
3 has a commitment for continuous learning.
4 believes that innovation and experimentation are necessary and desirable for the growth of adult education.
5 believes in a responsive and responsible citizenry.

Competencies of Lower Priority

6 has accepted a system of values about adult education.
7 desires to be a responsible leader of her/his profession.

Rank Order

8 recognizes that the ultimate goal of teaching reading to ABE students is to enable them to read and comprehend on approximately an 8th grade level.

9 accepts responsibility for personal behaviors that affect the health of others.

CURRICULUM

KNOWLEDGE

Competencies of High Priority

1 has knowledge of the primary comprehension skills.

2 has knowledge of practical arithmetic skills.

3 has knowledge of the fundamental skills of communication—reading, writing, spelling, and listening—as well as other elements of effective oral and written expression.

4 can recognize what components of the subject are essential to the adult student.

5 has knowledge of the vocabulary skills that should be developed by ABE students.

6 has knowledge of the content components necessary for teaching reading.

7 has knowledge of the sequence of reading skills.

8 can identify the major topics, characteristics, and concepts of each subject.

9 has knowledge of arithmetical and mathematical skills including problem solving.

10 has knowledge of developmental tasks of adults.

11 has knowledge of phonic components.

12 has knowledge that math is developmental; skills build upon others.

13 has knowledge of functional reading word lists.

Competencies of Lower Priority

14 has knowledge of the interpersonal skills of effectively relating oneself to family, community and society.

15 has knowledge of the basic concepts of the arithmetic curriculum from the primary school level through the high school level.

16 has knowledge about adult home-life skills and consumer education.

17 has knowledge of the important concepts of both traditional and modern math.

18 has knowledge of the principles of penmanship.

19 has knowledge of the **Language Power** frame types.

BEHAVIOR

Competencies of High Priority

1 adapts curriculum to the needs of the adult student.

2 demonstrates ability to maintain her/his own mental and physical health.

3 demonstrates personal skill in the processes of reading, writing, arithmetic as well as in other basic areas of the ABE curriculum.

Rank Order

4 organizes a plan of skill instruction that demonstrates appropriate sequence, continuity, and integration.

Competencies of Lower Priority

5 breaks subject matter down into its component parts.
6 helps students control and adjust to change.
7 identifies curriculum development process and the relationship between the curriculum, learning activities, educational objectives and terminal tasks.
8 interprets and uses a functional model of the curriculum development process that is appropriate for selection, production and evaluation of instructional programs.

ATTITUDE

Competencies of High Priority

1 is aware of the content in relation to the learner's objectives.
2 recognizes that math instruction should include instruction in reading and vocabulary.

Competencies of Lower Priority

3 has a commitment to keep up to date on new developments in content areas.
4 recognizes the importance of social living skills (consumer education, health, nutrition, practical government and conservation).
5 has commitment for the subject matter.

ABE LEARNER

KNOWLEDGE

Competencies of High Priority

1 has knowledge of the effect(s) of discrimination upon the self-concept of ABE student.
2 knows principles of learning as they apply to the adult student.
3 has knowledge of the impact of prior educational experience and failures upon the undereducated adult.
4 has knowledge of what motivates adults to participate in programs.
5 has knowledge of cultural and social forces that influence adult learning.

Competencies of Lower Priority

6 has knowledge of the economically disadvantaged and various ethnic groups.
7 has knowledge of the psychological problems of the adult student.
8 has knowledge of the changes in physiological, mental and social development throughout life.
9 has knowledge of the existence of the developmental tasks of adulthood.
10 has knowledge of the students' backgrounds.

BEHAVIOR

Competencies of High Priority

Rank Order

1 identifies the needs of individual learners.
2 motivates students.
3 raises students' self-concepts.
4 relates to the differences in people.
5 identifies what is the basis of mutual respect between teacher and student.
6 identifies the student's level of aspiration and despair.
7 finds and develops potential talents.
8 finds reasons for low self-concepts of individual students.

Competencies of Lower Priority

9 lists the various community social, educational, and training agencies which serve adults and can state the major functions of each.
10 describes the social and emotional characteristics, as well as the intellectual and physical abilities of undereducated adults.
11 identifies some of the causes of discrimination.
12 interprets the social characteristics of the undereducated adults.
13 analyzes ways in which environment has conditioned the learner.
14 assesses individual physical differences.
15 analyzes the influences that subcultures have on the lives of individual students.
16 identifies the student's informal social groups.
17 determines signs of physical decline.
18 uses sociograms.

ATTITUDE

Competencies of High Priority

1 accepts the importance of recognizing individual differences.
2 does not fear students who come from different backgrounds.
3 has accepted the fact that there are differences between children and adults as learners.
4 believes there is potentiality for growth in most people.
5 is challenged by the needs of students.
6 believes in freedom of thought and expression.

Competencies of Lower Priority

7 does not over-generalize and stereotype.
8 is aware of the differences in background of experience among her/his students and recognizes their limitations.
9 has a commitment to assist adults to assume new roles in society.
10 has an awareness that there are merits in the learner's way of living.

INSTRUCTIONAL PROCESS

KNOWLEDGE

Competencies of High Priority

1 has knowledge of the areas of applicability of the skills she/he is teaching.

Rank Order

2 has knowledge of the more widely used and usable ABE materials.
3 has knowledge of the principles of adult learning.
4 has knowledge of methods and materials for teaching arithmetic to adults.
5 has knowledge of remedial reading techniques.
6 has knowledge of the criteria for the selection and evaluation of adult materials.
7 has knowledge of method and materials for teaching language arts to adults.
8 has knowledge of the characteristics of testing and evaluating adults.
9 has knowledge about possible handicaps of non-readers.
10 has knowledge of the sequence of teaching word attack skills.
11 has knowledge of the design of an effective learning situation.
12 has knowledge of the psychological factors which affect learning.
13 has knowledge of the reasons why an adult participates in educational programs.
14 has knowledge of the materials and methods for each type of reading deficiency.
15 has knowledge of the language experience approach in teaching reading.
16 has knowledge of agencies found within the community that can assist the students.

Competencies of Lower Priority

17 has knowledge of group dynamics and leadership techniques.
18 has knowledge of the means of evaluating general and specific objectives.
19 has knowledge of the rationale for the linguistic and sight-word approaches to the teaching of reading.
20 has knowledge of the anxieties about learning that are specific to women and other identifiable groups.
21 has knowledge of the sociological problems of adults.
22 has knowledge of the logical principles upon which instructional materials are developed, selected, and utilized.
23 has knowledge of the instructional cycle.
24 has knowledge of the basic principles and techniques of group process.
25 has knowledge of the cognitive, psychomotor, and affective domains of educational objectives.
26 has knowledge of the technique of stating objectives in behavioral terms.
27 has knowledge of economic and labor market information.

BEHAVIOR

Competencies of High Priority

1 effectively communicates with adults.
2 develops a climate that will encourage students to participate.
3 plans instruction to begin at the student's learning level.
4 develops within the adult a sense of confidence.
5 develops within the adult a sense of her/his progress and abilities.

Rank Order

6 motivates adults.
7 humanizes the learning process.
8 evaluates her/his teaching effectiveness.
9 is imaginative.
10 modifies her/his teaching to accommodate individual and group learner characteristics.
11 plans instruction for individual students.
12 applies knowledge of materials and procedures gained from other teachers to improve her/his own teaching.
13 prescribes instructional materials which will meet the abilities of the student.
14 evaluates student progress and provides continuous feedback.
15 relates subject matter to the student.
16 coordinates and supervises classroom activities.
17 helps the adult student determine personal learning objectives and bcome a self-directed learner.
18 arranges flexible grouping for learning.
19 plans learning experiences for students which will improve word recognition and comprehension skills.
20 develops and uses a system to keep records for each student.
21 diagnoses deficiencies in students' basic computational and reading skills.
22 selects and uses techniques for particular learning tasks.
23 gives instruction to students to improve word attack and reading comprehension skills.
24 uses questions at all levels of comprehension.
25 evaluates her/his subject matter teaching performance.
26 evaluates and reports on student progress.
27 helps students identify needs and goals.
28 provides practice activities that reinforce classroom instruction.
29 plans independent study effectively with student.
30 adapts instruction to the background of the adult.
31 selects instructional approaches to remedy deficiencies in reading.
32 uses humor in the classroom.
33 functions as a group member.
34 assists students in making immediate application of what they have learned.
35 summarizes and reviews the main points of a lesson or demonstration.
36 helps students learn and use the methods and tools of problem solving.
37 maintains attention in the classroom.
38 selects instructional approaches to remedy deficiencies in computation.
39 relates classroom instruction to the job experiences of students.
40 guides students' learning through their personal experiences and observations.
41 applies basic principles of adult learning to instructional situations.
42 devises techniques to facilitate recall.
43 demonstrates procedures for determining the instructional reading level of a student.

Rank Order

44 applies democratic principles to everyday life.
45 integrates knowledge of reading skills, particular dialects, and reading problems with instructional materials.
46 helps the student develop perceptual processes (visual and auditory discrimination, fluency in speaking and writing).
47 administers and interprets an informal reading inventory and math inventories.
48 explains what is individually prescribed instruction.
49 designs a study plan for students based on results of diagnostic tests.
50 uses pre-tests and post-tests.
51 uses programmed and self-directed materials.
52 administers, selects, and interprets results of tests that will yield necessary data on needs and interests of students.
53 selects and develops instructional materials.
54 plans methodology to develop students' communication skills.
55 organizes topics in logical sequence.
56 recognizes and describes the steps involved in planning, decision-making and problem solving.
57 maintains a clean, orderly classroom.
58 uses the problem solving approach.
59 recognizes learning problems and determines physiological, psychological, and sociological characteristics that may affect motivation.
60 constructs informal tests and measurement techniques to evaluate student achievement.
61 applies knowledge of social, psychological and physiological factors which affect adult learning, to the teaching-learning situation.
62 formulates instructional objectives and devises a system for involving students in this process.
63 guides and counsels adult students.
64 interprets and uses progress charts and other records on students.
65 locates, interprets and applies research and new developments to improve teaching.
66 interprets and uses the results of standardized achievement tests.

Competencies of Lower Priority

67 demonstrates and gives examples of concepts and principles.
68 explains how the democratic process is applied to everyday life.
69 describes characteristics of the adult learner.
70 plans instructional activities which bring resources of the community to bear on needs of students.
71 writes and uses instructional materials.
72 coordinates a specific curriculum program with the total program of which it is a part.
73 maintains discipline in the classroom.
74 develops a system whereby teacher and students can jointly design learning experiences.
75 chooses testing procedures and programs that will yield necessary data on students.

Rank Order

76 classifies oral and silent reading characteristics, including errors, of the adult student.
77 operates a learning laboratory.
78 teaches students to interpret data.
79 evaluates published adult instructional materials.
80 uses the language experience approach to teach reading.
81 functions in a team teaching situation.
82 determines the difficulty, validity and reliability of teacher-made tests.
83 uses mass media as an educational means.
84 recognizes behaviorally stated objectives.
85 develops generalizations supported by facts.
86 administers and interprets standardized tests.
87 provides adapted programs for the physically handicapped.
88 applies principles of attitude and behavior change.
89 differentiates responsibilities and makes plans that incorporate teacher talents.
90 constructs informal reading inventories.
91 lists the major causes of reading difficulties in adult students.
92 recognizes action words appropriate to a given behavior.
93 differentiates between goals and objectives.
94 teaches students to form generalizations.
95 conceptualizes and performs processes to evaluate the student, teacher and total program.
96 explains the problems related to testing the under-educated adult.
97 selects audio-visual materials.
98 differentiates between leadership styles.
99 operates duplicating equipment and instructional hardware.
100 determines modes and rates of learning, through diagnosis.
101 applies psychological principles to the selection of instructional objectives.
102 applies generalizations to specific situations.
103 constructs profiles which reflect pupil attainment, potential, and expectations in reading.
104 applies knowledge of economic and labor market information to the vocational endeavors of students.
105 uses criterion-referenced evaluation instruments.
106 makes daily lesson plans.
107 identifies and analyzes terminal behaviors.
108 describes and explains the factors (physical, psychological, neurological and environmental) which may cause reading problems.
109 describes the social, psychological and physiological effects of the aging process on learning.
110 states objectives in behavioral terms.
111 teaches the student to use the scientific method.
112 describes the social structure of the local community as it relates to ABE students.
113 performs as a professional consultant and counselor.

Rank Order

114 describes and makes distinctions among the three modalities by which people learn.
115 prepares new teachers for innovative and changing programs.
116 aids the student in obtaining employment or on-the-job training.
117 interprets the results of vocational interest inventories.
118 demonstrates handwriting.
119 uses prescribed classroom organizational plans.
120 constructs audio-visual materials.
121 makes arrangements for and conducts field trips.
122 chooses standardized achievement tests.
123 reproduces phonemes which are found in regional dialects.
124 formulates criteria for selecting teachers and lay leaders.
125 conducts community surveys for purposes of improving instruction.
126 locates standardized tests.
127 purchases equipment and supplies.

ATTITUDE

Competencies of High Priority

1 has an open mind and is willing to accept ideas of others.
2 appreciates the need to adjust the rate of instruction to the student's rate of learning.
3 believes that adults can learn if motivated and given sufficient time.
4 strives in quest of methods, techniques and materials to help students succeed.
5 enjoys a challenge and is willing to try novel or unique strategies in broadening horizons of students.
6 recognizes the importance of dealing with students as a friend and advisor.
7 is sensitive to adult needs for new information and understandings.
8 has an accurate perception about the purpose and process of learning.
9 views program evaluation in terms of the changing needs of students.
10 believes that experimentation and innovation are vital to successful program development.
11 develops empathy toward those who live in conditions of poverty.
12 believes that determination of instructional goals and objectives is the responsibility of both teacher and learner.

Competencies of Lower Priority

13 believes that negative attitudes toward learning can be changed to positive attitudes through reinforcement.
14 believes that elementary level literacy materials can be successfully taught to adults if made relevant to their life styles.
15 is sensitive to ethnic differences.
16 recognizes a positive relationship between dialects and standard English: both forms of spoken language are useful in their unique settings.
17 believes that the physical characteristics of the environment affect the quality of learning by students.

Rank Order

18 believes in the effectiveness of group energy and group action and its special relevance for adults.

19 believes that before "middle class" attitudes and values can be accepted, the learner's living conditions must also be changed.

CONCLUSIONS AND AFTERTHOUGHT

Conclusions

As a consequence of this study, the following conclusions were reached.

1. The knowledges, behaviors, and attitudes that emerged comprise a definitive list of competencies appropriate for ABE teachers.

2. The scheme is a viable one for classifying in a systematic manner the knowledges, behaviors and attitudes.

3. The ranked knowledges, behaviors and attitudes do provide a set of priorities for establishing criteria for curriculum planning in training ABE teachers.

Afterthought

The author believes that these results do begin to bring order to the process of planning training of ABE teachers by providing a validated list of ABE teacher competencies which have been classified and ranked.

APPENDIX A

BACKGROUND OF STUDY

Since the time ABE programs began to multiply as a result of Federal enabling legislation and establishment of national priorities, ABE teacher training has continued to be of prime importance. However, ABE teacher trainers had relatively few curricular guidelines to follow that were specifically aimed at training teachers for the undereducated adult. From 1964 when the thrust in ABE began, to the present, curricula have been created from experiences of teacher trainers and the target practitioners in the field: ABE teachers and administrators. With ever increasing frequency, attempts were made in institutes, workshops, and other types of training sessions to identify what ABE teachers should know, what strategies they should be able to command, and equally important, what effective behaviors were critical to a successful instructional program. Reports of these training programs, as well as writings by adult educators, began to yield lists of qualities the ABE teacher should possess. These documents, indeed, characterized an emerging field.

The result of this study is a response to that problem and represents an effort to identify, classify, and rank the knowledges, behaviors and attitudes appropriate for ABE teachers.

To achieve the purpose set out in this study, a process was designed that included four major phases. A summary of the phases follows in Appendix B.

APPENDIX B

SUMMARY OF PROCEDURES

To achieve the purpose set out in this research, a process was designed that included four major phases. In summary, each of the four phases involved the following activities.

In Phase I, the primary activities were the identification and recording of the knowledges, behaviors, and attitudes appropriate for ABE teachers. Identification of these characteristics was made by the researcher through an extensive search of the literature and final reports of university ABE teacher training institutes. The validation of this process was completed by a three member jury.

In Phase II, the primary activities were the classification and synthesis of the data recorded in Phase I. This raw data was classified according to a predetermined plan. The process resulted in a synthesis of the classified knowledges, behaviors, and attitudes and the validation of that process. The validation was accomplished by a second jury selected from the field of adult education.

In Phase III, the primary activities were making revisions in the classified list of knowledges, behaviors and attitudes based on the results of the second jury in Phase II and the development of an Inventory (Appendix C) which would be used in Phase IV.

In Phase IV, the Inventory developed in Phase III was mailed to a national sample of ABE administrators and teachers. The Inventory asked respondents to rate each statement. The final activity in this phase was the converting of the ratings into a rank order and the development of a composite rank order list of the knowledges, behaviors, and attitudes appropriate for ABE teachers. For a complete description of the study, the reader should refer to the ERIC system.

APPENDIX C

Adult Basic Education Teacher Competence Inventory

Developed by

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Adult Basic Education Teacher Competency Inventory

Directions: On the following pages are competencies which may be important to adult basic education teachers. For each item or competency please circle the rating (1-2-3-4-5) which best indicates your feeling as to the importance of that item. It is not necessary that you have a particular competency, but what you think an ABE teacher should have. Use the following key to make your judgements:

1. An ABE teacher requires **no** competency in this activity.
2. An ABE teacher requires **slight** competency in this activity.
3. An ABE teacher requires **moderate** competency in this activity.
4. An ABE teacher requires **considerable** competency in this activity.
5. An ABE teacher requires **complete** competency in this activity.

Do not spend much time on any single question. Please answer all questions. There are no right or wrong answers. What is important is how you rate each competency. Remember, I am not asking if you possess any one of the competencies.
Here is an example:

1 An ABE teacher has the ability to administer an informal reading inventory. 1 2 3 4 5

In this example the "5" was circled because it was felt that **complete** competency was needed. If, on the other hand, the "1" had been circled, it would mean that the person felt **no** competency was needed.

Put a circle around the number which comes closest to representing your feeling. At times your exact feeling will not be represented, but select the answer nearest your feelings. Sometimes it will be difficult to make a decision, but do the best you can and **do not** omit any item.

Adult Basic Education Teacher Competency Inventory

Name (print) _____

City _____ State _____ Zip _____

Title of Program _____

Sex: _____ Male _____ Female Position: _____ Administrator _____ Teacher

Number years experience in ABE (check one):

_____ 1 year _____ 2 years _____ 3 years
_____ 4 years _____ 5 years _____ more than 5

My most recent attendance at an ABE teacher training program was:

_____ During the past six months
_____ More than one year ago
_____ During the past year (but over 6 months ago)
_____ Have never attended an ABE teacher training program

My ABE job is: _____ part-time _____ full-time

If you work part-time in ABE and have a full-time teaching position, indicate the level of your full-time job:

_____ pre school _____ elementary school _____ high school _____ college

_____
Date survey completed

ADULT BASIC EDUCATION TEACHER
COMPETENCY INVENTORY

Curriculum

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
1 has knowledge of the primary comprehension skills.	1	2	3	4	5
2 has knowledge of practical arithmetic skills.	1	2	3	4	5
3 has knowledge of developmental tasks of adults.	1	2	3	4	5
4 has knowledge of the **Language Power** frame types.	1	2	3	4	5
5 has knowledge of the vocabulary skills that should be developed by ABE students.	1	2	3	4	5
6 has knowledge of phonic components.	1	2	3	4	5
7 has knowledge about adult home life skills and consumer education.	1	2	3	4	5
8 has knowledge of functional reading word lists.	1	2	3	4	5
9 has knowledge of the principles of penmanship.	1	2	3	4	5
10 has knowledge of the sequence of reading skills.	1	2	3	4	5
11 can recognize what components of the subject are essential to the adult student.	1	2	3	4	5
12 can identify the major topics, characteristics, and concepts of each subject.	1	2	3	4	5
13 has knowledge of the content components necessary for teaching reading.	1	2	3	4	5
14 has knowledge of the basic concepts of the arithmetic curriculum from the primary school level through the high school level.	1	2	3	4	5
15 has knowledge of arithmetical and mathematical skills including problem solving.	1	2	3	4	5
16 has knowledge of the important concepts of both traditional and modern math.	1	2	3	4	5
17 has knowledge of the fundamental skills of communication—reading, writing, spelling, and listening—as well as other elements of effective oral and written expression.	1	2	3	4	5
18 has knowledge of the interpersonal skills of effectively relating oneself to family, community and society.	1	2	3	4	5
19 has knowledge that math is developmental; skills build upon others.	1	2	3	4	5
20 helps students control and adjust to change.	1	2	3	4	5
21 demonstrates ability to maintain her/his own mental and physical health.	1	2	3	4	5
22 interprets and uses a functional model of the curriculum development process that is appropriate for selection, production and evaluation of instructional programs.	1	2	3	4	5

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
23 breaks subject matter down into its component parts.	1	2	3	4	5
24 organizes a plan of skill instruction that demonstrates appropriate sequence, continuity, and integration.	1	2	3	4	5
25 demonstrates personal skill in the processes of reading, writing, arithmetic as well as in other basic areas of the ABE curriculum.	1	2	3	4	5
26 adapts curriculum to the needs of the adult student.	1	2	3	4	5
27 identifies curriculum development process and the relationship between the curriculum, learning activities, educational objectives and terminal tasks.	1	2	3	4	5
28 is aware of the content in relation to the learner's objectives.	1	2	3	4	5
29 has commitment for the subject matter.	1	2	3	4	5
30 has a commitment to keep up to date on new developments in content areas.	1	2	3	4	5
31 recognizes that math instruction should include instruction in reading and vocabulary.	1	2	3	4	5
32 recognizes the importance of social living skills (consumer education, health, nutrition, practical government and conservation).	1	2	3	4	5

ABE Learner

1 knows principles of learning as they apply to the adult student.	1	2	3	4	5
2 has knowledge of students' backgrounds.	1	2	3	4	5
3 has knowledge of cultural and social forces that influence adult learning.	1	2	3	4	5
4 has knowledge of the economically disadvantaged and various ethnic groups.	1	2	3	4	5
5 has knowledge of the psychological problems of the adult student.	1	2	3	4	5
6 has knowledge of the changes in physiological, mental and social development throughout life.	1	2	3	4	5
7 has knowledge of what motivates adults to participate in programs.	1	2	3	4	5
8 has knowledge of the existence of the developmental tasks of adulthood.	1	2	3	4	5
9 has knowledge of the impact of prior educational experiences and failures upon the under-educated adult.	1	2	3	4	5
10 has knowledge of the effect(s) of discrimination upon the self-concept of the ABE student.	1	2	3	4	5

	No	Slight	Moderate	Considerable	Complete
An ABE teacher:					
11 finds reasons for low self-concepts of individual students.	1	2	3	4	5
12 motivates students.					
13 identifies the students' informal social groups.	1	2	3	4	5
14 analyzes ways in which environment has conditioned the learner.	1	2	3	4	5
15 interprets the social characteristics of under-educated adults.	1	2	3	4	5
16 identifies the student's level of aspiration and despair.	1	2	3	4	5
17 identifies what is the basis of mutual respect between teacher and student.	1	2	3	4	5
18 assesses individual physical differences.	1	2	3	4	5
19 uses sociograms.	1	2	3	4	5
20 determines signs of physical decline.	1	2	3	4	5
21 analyzes the influences that subcultures have on the lives of individual students.	1	2	3	4	5
22 finds and develops potential talents.	1	2	3	4	5
23 relates to the differences in people.	1	2	3	4	5
24 raises students' self-concepts.	1	2	3	4	5
25 identifies some of the causes of discrimination.	1	2	3	4	5
26 identifies the needs of individual learners.	1	2	3	4	5
27 lists the various community social, educational, and training agencies which serve adults and can state the major functions of each.	1	2	3	4	5
28 describes the social and emotional characteristics, as well as intellectual and physical abilities of undereducated adults.	1	2	3	4	5
29 believes there is potentiality for growth in most people.	1	2	3	4	5
30 believes in freedom of thought and expression.	1	2	3	4	5
31 has an awareness that there are merits in the learner's way of living.	1	2	3	4	5
32 does not fear students who come from different backgrounds.	1	2	3	4	5
33 has a commitment to assist adults to assume new roles in society.	1	2	3	4	5
34 is challenged by the needs of students.	1	2	3	4	5
35 is aware of the differences in background of experience among her/his students and recognizes their limitations.	1	2	3	4	5
36 accepts the importance of recognizing individual differences.	1	2	3	4	5
37 does not over-generalize and stereotype.	1	2	3	4	5
38 has accepted the fact that there are differences between children and adults as learners.	1	2	3	4	5

Scope and Goal of Adult Education

		No	Slight	Moderate	Considerable	Complete
An ABE teacher:						
1	has knowledge of theory and practice of program development.	1	2	3	4	5
2	has knowledge of the theory and practice of teaching in adult education.	1	2	3	4	5
3	has knowledge of the philosophical bases and issues of adult education.	1	2	3	4	5
4	has knowledge of institutional arrangements of adult education.					
5	has knowledge of social structure and characteristics of the community.	1	2	3	4	5
6	has knowledge of the community development approach to adult education	1	2	3	4	5
7	has knowledge of new developments and recent recommendations in adult education.	1	2	3	4	5
8	has knowledge of the historic and contemporary approaches to literacy.	1	2	3	4	5
9	has knowledge of the sociology of adult education.	1	2	3	4	5
10	has knowledge of agencies and institutions found in the community.	1	2	3	4	5
11	has knowledge of the nature of adult basic education legislation.	1	2	3	4	5
12	has knowledge of the historical structure and background of adult education.	1	2	3	4	5
13	has knowledge of the financing of adult basic education.	1	2	3	4	5
14	has knowledge of recruiting the under-educated adult as a learner.	1	2	3	4	5
15	has knowledge of the emergence of adult education as a marginal institution.	1	2	3	4	5
16	has knowledge of the nature of the literacy problem in the U.S.	1	2	3	4	5
17	explains the difference between teaching children and teaching adults.	1	2	3	4	5
18	explains the similarities and differences between general and vocational education.	1	2	3	4	5
19	explains the goals of general education.	1	2	3	4	5
20	organizes and uses the services of local adult basic education advisory committees.	1	2	3	4	5
21	explains the theories which relate to the andragogical model.	1	2	3	4	5
22	uses the techniques of public relations.	1	2	3	4	5
23	interprets the foundations of adult education.	1	2	3	4	5

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
24 identifies the current issues in adult education.	1	2	3	4	5
25 applies the concept of continuing education to increase her/his professional competence.	1	2	3	4	5
26 interprets the intent of enabling legislation of adult basic education.	1	2	3	4	5
27 interprets, evaluates, uses, plans, and conducts pertinent research in adult education.	1	2	3	4	5
28 interprets national, state and local objectives of adult basic education.	1	2	3	4	5
29 uses information from professional journals, organizations and associations.	1	2	3	4	5
30 uses the services of state and local agencies responsible for adult basic education.	1	2	3	4	5
31 identifies the problems and principles of administration in adult education.	1	2	3	4	5
32 explains the processes involved in group or community change.	1	2	3	4	5
33 interprets the adult basic education program to other teachers and the community.	1	2	3	4	5
34 interprets the structure of the community.	1	2	3	4	5
35 identifies similarities and differences between two or more educational philosophies.	1	2	3	4	5
36 identifies the philosophic base of adult education and interprets its various aspects in American society.	1	2	3	4	5
37 explains how liberal adult education can be applied to adult basic education.	1	2	3	4	5
38 takes responsibilities for leadership in civic community activities.	1	2	3	4	5
39 states the primary reasons for integrating reading into the total adult basic education program.	1	2	3	4	5
40 has a strong commitment to adult education.	1	2	3	4	5
41 believes that innovation and experimentation are necessary and desirable for the growth of adult education.	1	2	3	4	5
42 desires to be a responsible leader of her/his profession.	1	2	3	4	5
43 believes in a responsive and responsible citizenry.	1	2	3	4	5
44 has a commitment for continuous learning.	1	2	3	4	5
45 has accepted a system of values about adult education.	1	2	3	4	5
46 has confidence in her/his ability as a teacher.	1	2	3	4	5
47 recognizes that the ultimate goal of teaching reading to ABE students is to enable them to read and comprehend on approximately an 8th grade level.	1	2	3	4	5

	No	Slight	Moderate	Considerable	Complete
An ABE teacher:					
48 accepts responsibility for personal behaviors that affect the health of others.	1	2	3	4	5
Instructional Process					
1 has knowledge of the characteristics of testing and evaluating adults.	1	2	3	4	5
2 has knowledge of group dynamics and leadership techniques.	1	2	3	4	5
3 has knowledge of the criteria for the selection and evaluation of adult materials.	1	2	3	4	5
4 has knowledge of the cognitive, psychomotor, and affective domains of educational objectives.	1	2	3	4	5
5 has knowledge of the logical principles upon which instructional materials are developed, selected, and utilized.	1	2	3	4	5
6 has knowledge of the materials and methods for each type of reading deficiency.	1	2	3	4	5
7 has knowledge of the rationale for the linguistic and sight-word approaches to the teaching of reading.	1	2	3	4	5
8 has knowledge of the means of evaluating general and specific objectives.	1	2	3	4	5
9 has knowledge about possible handicaps of non-readers.	1	2	3	4	5
10 has knowledge of remedial reading techniques.	1	2	3	4	5
11 has knowledge of the language experience approach in teaching reading.	1	2	3	4	5
12 has knowledge of the principles of adult learning.	1	2	3	4	5
13 has knowledge of the psychological factors which affect learning.	1	2	3	4	5
14 has knowledge of the instructional cycle.	1	2	3	4	5
15 has knowledge of the design of an effective learning situation.	1	2	3	4	5
16 has knowledge of the areas of applicability of the skills she/he is teaching.	1	2	3	4	5
17 has knowledge of agencies found within the community that can assist the students.	1	2	3	4	5
18 has knowledge of the sequence of teaching word attack skills.	1	2	3	4	5
19 has knowledge of the more widely used and usable ABE materials.	1	2	3	4	5
20 has knowledge of methods and materials for teaching arithmetic to adults.	1	2	3	4	5
21 has knowledge of economic and labor market information.	1	2	3	4	5

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
22 has knowledge of method and materials for teaching language arts to adults.	1	2	3	4	5
23 has knowledge of the sociological problems of adults.	1	2	3	4	5
24 has knowledge of the anxieties about learning that are specific to women and other identifiable groups.	1	2	3	4	5
25 has knowledge of the technique of stating objectives in behavioral terms.	1	2	3	4	5
26 has knowledge of the basic principles and techniques of group process.	1	2	3	4	5
27 has knowledge of the reasons why an adult participates in educational programs.	1	2	3	4	5
28 performs as a professional consultant and counselor.	1	2	3	4	5
29 applies principles of attitude and behavior change.	1	2	3	4	5
30 guides and counsels adult students.	1	2	3	4	5
31 coordinates and supervises classroom activities.	1	2	3	4	5
32 functions in a team teaching situation.	1	2	3	4	5
33 arranges flexible grouping for learning.	1	2	3	4	5
34 maintains discipline in the classroom.	1	2	3	4	5
35 maintains attention in the classroom.	1	2	3	4	5
36 maintains a clean, orderly classroom.	1	2	3	4	5
37 develops and uses a system to keep records for each student.	1	2	3	4	5
38 develops a climate that will encourage students to participate.	1	2	3	4	5
39 uses prescribed classroom organizational plans.	1	2	3	4	5
40 motivates adults.	1	2	3	4	5
41 provides adapted programs for the physically handicapped.	1	2	3	4	5
42 selects and uses techniques for particular learning tasks.	1	2	3	4	5
43 adapts instruction to the background of the adult.	1	2	3	4	5
44 uses the problem-solving approach.	1	2	3	4	5
45 operates a learning laboratory.	1	2	3	4	5
46 uses the language experience approach to teach reading.	1	2	3	4	5
47 relates subject matter to the student.	1	2	3	4	5
48 uses questions at all levels of comprehension.	1	2	3	4	5
49 devises techniques to facilitate recall.	1	2	3	4	5
50 applies basic principles of adult learning to instructional situations.	1	2	3	4	5
51 selects instructional approaches to remedy deficiencies in reading.	1	2	3	4	5
52 selects instructional approaches to remedy deficiencies in computation.	1	2	3	4	5
53 develops within the adult a sense of confidence.	1	2	3	4	5

An ABE teacher:	No	Slight	Moderate	Considerable	Complete
54 develops within the adult a sense of her/his progress and abilities.	1	2	3	4	5
55 is imaginative.	1	2	3	4	5
56 uses humor in the classroom.	1	2	3	4	5
57 recognizes and describes the steps involved in planning, decision-making and problem solving.	1	2	3	4	5
58 helps students learn and use the methods and tools of problem-solving.	1	2	3	4	5
59 guides students' learning through their personal experiences and observations.	1	2	3	4	5
60 provides practice activities that reinforce classroom instruction.	1	2	3	4	5
61 relates classroom instruction to the job experiences of students.	1	2	3	4	5
62 reproduces phonemes which are found in regional dialects.	1	2	3	4	5
63 states objectives in behavioral terms.	1	2	3	4	5
64 identifies and analyzes terminal behaviors.	1	2	3	4	5
65 applies psychological principles to the selection of instructional objectives.	1	2	3	4	5
66 recognizes behaviorally stated objectives.	1	2	3	4	5
67 formulates instructional objectives and devises a system for involving students in this process.	1	2	3	4	5
68 differentiates between goals and objectives.	1	2	3	4	5
69 helps the student develop perceptual processes (visual and auditory discrimination, fluency in speaking and writing).	1	2	3	4	5
70 teaches students to interpret data.	1	2	3	4	5
71 teaches the student to use the scientific method.	1	2	3	4	5
72 demonstrates handwriting.	1	2	3	4	5
73 gives instruction to students to improve word attack and reading comprehension skills.	1	2	3	4	5
74 operates duplicating equipment and instructional hardware.	1	2	3	4	5
75 writes and uses instructional materials.	1	2	3	4	5
76 uses mass media as an educational means.	1	2	3	4	5
77 evaluates published adult instructional materials.	1	2	3	4	5
78 uses programmed and self-directed materials.	1	2	3	4	5
79 purchases equipment and supplies.	1	2	3	4	5
80 selects audio-visual materials.	1	2	3	4	5
81 constructs audio-visual materials.	1	2	3	4	5
82 prescribes instructional materials which will meet the abilities of the student.	1	2	3	4	5
83 selects and develops instructional materials.	1	2	3	4	5

	No	Slight	Moderate	Considerable	Complete
An ABE teacher:					
84 constructs informal reading inventories.	1	2	3	4	5
85 classifies oral and silent reading characteristics, including errors, of the adult student.	1	2	3	4	5
86 administers and interprets standardized tests.	1	2	3	4	5
87 chooses standardized achievement tests.	1	2	3	4	5
88 locates standardized tests.	1	2	3	4	5
89 interprets and uses the results of standardized achievement tests.	1	2	3	4	5
90 administers and interprets an informal reading inventory and math inventories.	1	2	3	4	5
91 constructs informal tests and measurement techniques to evaluate student achievement.	1	2	3	4	5
92 diagnoses deficiencies in students' basic computational and reading skills.	1	2	3	4	5
93 interprets and uses progress charts and other records on students.	1	2	3	4	5
94 administers, selects, and interprets results of tests that will yield necessary data on needs and interests of students.	1	2	3	4	5
95 uses criterion-referenced evaluation instruments.	1	2	3	4	5
96 uses pre-tests and post-tests.	1	2	3	4	5
97 evaluates and reports on student progress.	1	2	3	4	5
98 recognizes learning problems and determines physiological, psychological, and sociological characteristics that may affect motivation.	1	2	3	4	5
99 demonstrates procedures for determining the instructional reading level of a student.	1	2	3	4	5
100 chooses testing procedures and programs that will yield necessary data on students.	1	2	3	4	5
101 determines the difficulty, validity and reliability of teacher-made tests.	1	2	3	4	5
102 determines modes and rates of learning, through diagnosis.	1	2	3	4	5
103 interprets the results of vocational interest inventories.	1	2	3	4	5
104 explains the problems related to testing the undereducated adult.	1	2	3	4	5
105 conceptualizes and performs processes to evaluate the student, teacher and total program.	1	2	3	4	5
106 integrates knowledge of reading skills, particular dialects, and reading problems, with instructional materials.	1	2	3	4	5
107 makes arrangements for and conducts field trips.	1	2	3	4	5
108 develops a system whereby teacher and students can jointly design learning experiences	1	2	3	4	5
109 plans instruction for individual students.	1	2	3	4	5
110 makes daily lesson plans.	1	2	3	4	5

	No	Slight	Moderate	Considerable	Complete
An ABE teacher:					
111 designs a study plan for students based on results of diagnostic tests.	1	2	3	4	5
112 plans methodology to develop students' communication skills.	1	2	3	4	5
113 plans learning experiences for students which will improve word recognition and comprehension skills.	1	2	3	4	5
114 summarizes and reviews the main points of a lesson or demonstration.	1	2	3	4	5
115 plans instructional activities which bring resources of the community to bear on needs of students.	1	2	3	4	5
116 applies knowledge of social, psychological and physiological factors which affect adult learning, to the teaching-learning situation.	1	2	3	4	5
117 describes the social structure of the local community as it relates to ABE students.	1	2	3	4	5
118 helps students identify needs and goals.	1	2	3	4	5
119 evaluates student progress and provides continuous feedback.	1	2	3	4	5
120 assists students in making immediate application of what they have learned.	1	2	3	4	5
121 helps the adult student determine personal learning objectives and become a self-directed learner.	1	2	3	4	5
122 explains what is individually prescribed instruction.	1	2	3	4	5
123 describes and makes distinctions among the three modalities by which people learn.	1	2	3	4	5
124 describes and explains the factors (physical, psychological, neurological and environmental) which may cause reading problems.	1	2	3	4	5
125 plans instruction to begin at the student's learning level.	1	2	3	4	5
126 describes characteristics of the adult learner.	1	2	3	4	5
127 evaluates her/his teaching effectiveness.	1	2	3	4	5
128 effectively communicates with adults.	1	2	3	4	5
129 conducts community surveys for purposes of improving instruction.	1	2	3	4	5
130 evaluates her/his subject matter teaching performance.	1	2	3	4	5
131 locates, interprets and applies research and new developments to improve teaching.	1	2	3	4	5
132 prepares new teachers for innovative and changing programs.	1	2	3	4	5
133 formulates criteria for selecting teachers and lay leaders.	1	2	3	4	5
134 modifies her/his teaching to accommodate individual and group learner characteristics.	1	2	3	4	5

	No	Slight	Moderate	Considerable	Complete
An ABE teacher:					
135 applies knowledge of materials and procedures gained from other teachers to improve her/his own teaching.	1	2	3	4	5
136 explains how the democratic process is applied to everyday life.	1	2	3	4	5
137 applies democratic principles to everyday life.	1	2	3	4	5
138 demonstrates and gives examples of concepts and principles.	1	2	3	4	5
139 develops generalizations supported by facts.	1	2	3	4	5
140 applies generalizations to specific situations.	1	2	3	4	5
141 teaches students to form generalizations.	1	2	3	4	5
142 functions as a group member.	1	2	3	4	5
143 differentiates between leadership styles.	1	2	3	4	5
144 applies knowledge of economic and labor market information to the vocational endeavors of students.	1	2	3	4	5
145 aids the student in obtaining employment or on-the-job training.	1	2	3	4	5
146 differentiates responsibilities and makes plans that incorporate teacher talents.	1	2	3	4	5
147 coordinates a specific curriculum program with the total program of which it is a part.	1	2	3	4	5
148 organizes topics in logical sequence.	1	2	3	4	5
149 recognizes action words appropriate to a given behavior.	1	2	3	4	5
150 lists the major causes of reading difficulties in adult students.	1	2	3	4	5
151 describes the social, psychological and physiological effects of the aging process on learning.	1	2	3	4	5
152 constructs profiles which reflect pupil attainment, potential, and expectations in reading.	1	2	3	4	5
153 plans independent study effectively with students.	1	2	3	4	5
154 humanizes the learning process.	1	2	3	4	5
155 believes that elementary level literacy materials can be successfully taught to adults if made relevant to their life styles.	1	2	3	4	5
156 believes that before "middle class" attitudes and values can be accepted the learner's living conditions must also be changed.	1	2	3	4	5
157 believes that negative attitudes toward learning can be changed to positive attitudes through reinforcement.	1	2	3	4	5
158 recognizes a positive relationship between dialects and standard English: both forms of spoken language are useful in their unique settings.	1	2	3	4	5
159 believes that determination of instructional goals and objectives is the responsibility of both teacher and learner.	1	2	3	4	5

	Nil	Slight	Moderate	Considerable	Complete
An ABE teacher:					
160 strives in quest of methods, techniques and materials to help students succeed.	1	2	3	4	5
161 recognizes the importance of dealing with students as a friend and advisor.	1	2	3	4	5
162 believes that experimentation and innovation are vital to successful program development.	1	2	3	4	5
163 believes that the physical characteristics of the environment affect the quality of learning by students.	1	2	3	4	5
164 is sensitive to ethnic differences.	1	2	3	4	5
165 believes in the effectiveness of group energy and group action and its special relevance for adults.	1	2	3	4	5
166 has an open mind and is willing to accept ideas of others.	1	2	3	4	5
167 enjoys a challenge and is willing to try novel or unique strategies in broadening horizons of students.	1	2	3	4	5
168 appreciates the need to adjust the rate of instruction to the student's rate of learning.	1	2	3	4	5
169 believes that adults can learn if motivated and given sufficient time.	1	2	3	4	5
170 develops empathy toward those who live in conditions of poverty.					
171 is sensitive to adult needs for new information and understandings.	1	2	3	4	5
172 views program evaluation in terms of the changing needs of students.	1	2	3	4	5
173 has an accurate perception about the purpose and process of learning.	1	2	3	4	5